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School of Education
Thesis

Form and organization of extra-curricular
activities growing out of the English language

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School of Education

Thesis

FORM AND ORGANIZATION
OF
EXTRA-CURRICULA ACTIVITIES
GROWING OUT OF THE
ENGLISH DEPARTMENT

Submitted by

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THESIS OUTLINE

Form of Organization of Extra-Curricula Activities

Growing out of the English Department.

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PURPOSE

I will attempt to ascertain:

- (1) whether extra-curricula activities are founded on a sound educational basis,
- (2) whether the English activities are an integral part of the English Department,
- (3) if they correlate with the English Department,
- (4) if a plan can be developed that will bring into close connection all of the English activities and mutually relate them to the English Department.

The activities that are included in what we call extra-curricula activities are new in name only as our basis for many of them goes back to old Athenian education. The chief aim at that time was to prepare the students to be good citizens in a military city state. A good Athenian citizen was expected, first of all, to be a healthy one: he obtained this bodily fitness through continued physical exercises and games; secondly, he was expected to have sufficient knowledge of music to take part in the public festivals; and, third, he was trained to be a good public speaker so that he might take an active part in the government of his city state.

Later when the Greeks had defeated the Persians, the necessity of physical training as a preparation for war became unnecessary and the chief emphasis in education was placed on public speaking and academic culture. As time went on all education tended to become more formalized, and during the barbarian invasions it nearly died out. With the revival of learning an attempt was made to put education upon a more liberal or humanistic basis. Like all other schools, however, these humanistic schools soon accepted formal types of learning, and, although many attempts were made to develop institutions of learning that would prepare people to be good citizens, these attempts were not to prepare them for citizenship in a democracy. Even in our first schools in America we had no such aim. Mr. Jesse B. Davis says¹- "In the good old days, so often mentioned by the critics of modern education, the entire aim of the school was to develop the intellect to its highest powers, regardless of the physical or social needs of the individual. ----- Social activities among students were, in the modern sense, unknown. ----- During the last two decades of secondary education the growth of the high school has been phenomenal. With this growth came a broadening of purpose, a more cosmopolitan body of

1. Charles Hughes Johnston, "The Modern High School" Ch. XVI. PP 410-411-412-428.

students, and an imitation of the social life of the college and of the community in which the school was located. This era brought many perplexing problems to the administration of the school. ----" However, "it is only within the last few years that the obligation resting upon the school authorities to meet the demand for socially efficient graduates has been appreciated. ----
"In spite of traditional ideals regarding the purpose of the high school and our theories regarding the responsibilities of the home, the church, and the community for the social training of youth, the fact remains that the problem of guiding and directing the social activities of high school students is one for the school definitely to face."

Thus for a long time we lost sight of what had been our first aims and objectives in education, but we are now getting back to them and have added others to meet the needs of our more complex and democratic civilization.

One of the first questions to consider in a discussion of extra-curricula activities is - Can they be justified on the basis of educational aims? The doctrine that underlies these activities is based on the philosophy of John Dewey. He tells us that the starting point of education is with the child. "The case is of child. It is his present powers which are to assert themselves; his capacities which are to be exercised; his present attitudes which are to be realized."¹ Also he states that education should be life not preparation for life. "The great thing to keep in mind regarding the introduction into the schools of various forms of active occupation, is that through them the entire spirit of the school is renewed. It has a chance to affiliate itself with life, to become the child's habitat, where he learns through directed living; instead of only a place to learn lessons having an abstract and remote reference to some possible living to be done in the future."²
The school cannot be a preparation for social life except as it reproduces with-

1. John Dewey. "The child and the Curriculum" P. 39.
2. John Dewey. "The School and Society. P. 32.

in itself typical conditions of social life."¹ And again Mr. Dewey indicates the principles upon which all pupil activity and socialization of school work is based; that is,- the child learns by what he does not what the teacher does, and that one of the child's most important instincts is the desire to play. Hence, it is clear that in Mr. Dewey's philosophy we have a sound set of educational aims upon which to base our extra-curricula activities.

That there is a decided educational value in play is now widely accepted. Professor Groos of Germany held that play was an instinct that came into the world to serve the purpose of education and that play is directly preparatory for the life that is before the child.² Mr. Curtis says, "Play is the life and spirit of childhood,- it is no more physical than it is emotional and mental."-----³"The spirit of play is the spirit of joyfulness, of alertness, of optimism. The child thinks and acts in terms of play⁴." "It is in play companionships that he gets nearly all his experience. It is in play that he forms nearly all his habits. Play furnishes the groundwork the apperception center that must interpret all later acquisitions. The forms of training which come from it are as wide as the human soul.⁵"

"The school curriculum consists not of a preconceived body of dogma but of an abundance of experience vital to and part of the life of the developing child. The idea that subject matter is to be found in the experiences of the child lead the educator to an evaluation of all experiences in which the child takes part in and out of school. The play life of the child must therefore be treated as an educative agent."⁶--- "Growth though is evident in the development of the social nature of the child, and is especially marked in the development of his consciousness of kinship with a group. -- Child play re-

1. John Dewey. "Moral Principles in Education". P. 14
2. Henry S. Curtis. "Education Through Play" pp. 3-4
3. " " " " " " p. 17
4. " " " " " " p. 54
5. " " " " " " p. 59
6. Harry C. Lehman-Witty, Paul A. "The Psychology of Play Activities" p. 3

produces on its level the struggles and achievements of developed social life --- the child gradually approaches the stern adult realities, taught and trained, hardened and softened, warmed and cooled, roused and rationalized, through these very engagements in play which without break or loss of their original character gradually blend into the duties, responsibilities, opportunities, and achievements of adult life."¹ Thus we find that our extra-curricula activities are well defended by Education psychologists.

Our next consideration is our present day educational objectives and their relation to extra-curricula activities.

In Cardinal Principles of Secondary Education² we are told that "The purpose of a democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole and that consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends." In the attainment of this goal school authorities are beginning to recognize the peculiar possibilities of extra-curricula activities and are attempting to weld them together and to give them a place in the regular program of the school.

Again referring to Cardinal Principles of Secondary Education we find stated seven main objectives of education today. These objectives are:

1. Health. 2. Command of fundamental processes. 3. Worthy home membership.
4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character.

Any extra-curricula activity if properly organized and supervised meets one or more of these objectives.

The health objective is, of course, best met by the Athletic Activities. These Athletic Activities have developed more rapidly than any other extra-curricula

1. Harvey C. Lehman & Paul A. Witty, "The Psychology of Play Activities." Pp. 4-5.
2. Bureau of Education, Bulletin, 1918. No. 35.

activities, but they have not expanded to take in all of the students in the high school as we would like to have them. "The secondary school should provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs in planning work and play and cooperate with home and community in safe-guarding and promoting health interests."¹

"To carry out such a program it is necessary to arouse the public to recognize that the health needs of young people are of vital importance to society, to secure teachers competent to ascertain and meet the needs of individual pupils and be able to inculcate in the entire student body a love of clean sport, to furnish adequate equipment for physical activities and to make the school building, its rooms and surroundings, conform to the best standards of hygiene and sanitation."²

The average high school of today must depend to a large extent on extra-curricula activities if it is to meet, even approximately, such a program as has been suggested above.

Command of fundamental processes.- With the development of our modern high school the methods used in teaching a command of fundamental processes or tool subjects have changed. The project method of teaching these subjects is now well recognized and accepted in the educational system, and every extra-curricula activity is a project. Mr. John Dewey³ tells us that the curricula must be translated into life terms, that the child must be the starting point in education, that the child learns by doing and that we must utilize the child's present interests and fulfill his present felt needs. This philosophy can, of course, be applied to all extra-curricula as well as curricula subjects.

Worthy home membership.- "Worthy home membership as an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit from that membership."⁴

1. Bureau of Education, Bulletin, 1918. No. 35.

2. " " " " " "

3. John Dewey. "Monographs on Education." (a) The Child and The Curriculum
(b) Interest and Effort (c) Moral Principles in Education
John Dewey "Democracy in Education."

4. Bureau of Education, 1918, No. 35.

On every hand we hear our modern homes criticized and we cannot help but realize that one of the chief bases for this criticism is that one or all of the members do not have those qualities of cooperation, dependability, thoughtfulness of others, and ability to express their wishes in a pleasant and agreeable manner that are so important in the development of a real home. These qualities are necessary assets for any person who is going to attempt to be a worthy member of a home and it would be difficult to find a better method of acquiring them than through participation in extra-curricula activities..

Worthy use of leisure time.- ¹"Education should equip the individual to secure from his leisure the recreation of body, mind, and spirit, and the enrichment and enlargement of his personality. ----- Heretofore the high school has given little conscious attention to this objective. ---- The school has failed also to organize and direct the social Activities of young people as it should. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth."² Leisure if worthily used will re-create powers and enlarge and enrich life but if unworthily used it will impair health, disrupt home-life, lessen vocational efficiency and destroy civic mindedness. Every student in the high school should have the opportunity to prepare himself "to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse,"³ and he should have developed "one or more special avocational interests."⁴ The school can provide preparation for this adult recreational life by utilizing all types of extra-curricula activities while the student is still in school.

Preparation for citizenship means for us preparation for life in a democracy. Mr. Harry C. McKown says, "As a free man the student must be taught

1. Bureau of Education Bulletin 1918, No. 35.
2. " " " " " " "
3. " " " " " " "
4. " " " " " " "

the obligations and responsibilities of his coming membership in a democratic state. ---- Training in a democracy is the best preparation for membership in it. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar, in a small way, to those he will have later as a grown-up citizen, he will be the better able to meet and discharge these responsibilities."¹ Good citizenship and ethical character are so closely related that many educators group them together. William G. Kilpatrick, one of the world's greatest teachers says: "We learn only what we practice, we do not learn anything unless we practice that thing,"² and in discussing this question, Joseph G. Masters states, "If the youth is to learn citizenship and develop ethical character, then it must be by the practice of those qualities of honesty, fair dealing, give and take, thoughtfulness, unselfishness, cooperation and industry such as are made possible in what we have pleased to call extra-curricula activities. ----- The development of character is a matter of growth day by day in all of the situations of life. Pupils today are given a tremendous amount of responsibility and we must remember always that it is responsibility that develops the individual. ----- I believe the greater promise toward the attainment of self-control, poise, and ethical living is in favor of our younger generation."³ And again in one of the national Bulletins on education this statement is made, "Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only genuine way of learning to do these deeds is to do them."⁴

"Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employer and employee, and between producer and consumer. These

1. Harry C. McKown, "Extra-curricula Activities" P. 5.

2. The Journal of the National Education Association.

3. Joseph A. Masters. "Extra-curricula Activities" March 5, 1927.

4. Bulletin No. 51, 1917. Moral values in Education.

aspects of vocational education, heretofore neglected, demand emphatic attention."¹ The student who has developed good citizenship, ethical character, and cooperation through his participation in extra-curricula activities will be the one best fitted to appreciate this vocational aim and to do his share in bringing about this much needed vocational or industrial understanding.

Mr. George S. Counts of Yale University sums up this matter for us in an admirable manner: "So wholeheartedly does the pupil ordinarily enter into the activities of his own creation that there is no dispersion of attention, no waste of nervous energy, no interruption of the learning process. As a consequence the acquisition of skills, the modification of behavior, the formation of character must precede at the maximum rate."²

Mr. Charles Swain Thomas tells us that the aim of an English course should be to develop a maturity of thought and expression by work in composition and work in literature. "The intent of the first is to give the student a command of the art of both oral and written expression and in the process to clarify the students own thinking and feeling. The intent of the second is to stimulate thought, to arouse sympathetic emotions, and to purify conduct through the selected writings of those who have something worthy to say and have learned the art of saying it worthily."³ In summing up the problems of the English teacher Mr. Thomas says that the teacher must try to develop the students power of original expression and creation, to teach him how to acquire skill in the selection and arrangement of words, to master new words and the significance of new allusions, to appreciate the value of experience, to be able to respond to aesthetic effects of style and treatment; she should also have the power to arouse in her students the keenest intellectual response, and to stimulate a desire for noble living.

Several of these ideals have been incorporated in a report on the

1. Bulletin No. 35, 1918. "Cardinal Principles of Secondary Education."

2. G. S. Counts. Procedure in Evaluating Extra-curricula Activities.

School Review, June 1926. - pp. 412-21.

3. Charles Swain Thomas,- The Teaching of English in Secondary Schools. p. 5.

Reorganization of English in Secondary Schools compiled by James Fleming Hosic.

The particular results to be sought in the English Course are definitely outlined as follows:

I. In general, the immediate aim of high school English is two-fold:

- (a) To give the pupils command of the art of communication in speech and in writing.
- (b) To teach them to read thoughtfully and with appreciation, to form in them a taste for good reading, and to teach them how to find books that are worth while.

These two aims are fundamental: they must be kept in mind in planning the whole course and applied in the teaching of every year.

II. Expression in speech includes:

- (a) Ability to answer clearly, briefly and exactly a question on which one has the necessary information.
- (b) Ability to collect and organize material for oral discourse on subjects of common interest.
- (c) Ability to present with dignity and effectiveness to a class, club or other group material already organized.
- (d) Ability to join in an informal discussion, contributing one's share of information or opinion, without wandering from the point and without discourtesy to others.
- (e) For those who have, or hope to develop, qualities of leadership, ability, after suitable preparation and practice, to address an audience or conduct a public meeting with proper dignity and formality, but without stiffness or embarrassment.
- (f) Ability to read aloud in such a way as to convey to the hearers the writer's thought and spirit and to interest them in the matter presented.

- (g) Ability, with due time for study and preparation, to plan and work out a clear, well-ordered, and interesting report of some length upon one's special interests - literary, scientific, commercial, or what not.

III. The kinds of skills enumerated above are taught for three fundamental reasons.

- (a) Cultural. To open to the pupil new and higher forms of pleasure.
- (b) Vocational. To fit the student for the highest success in his chosen calling.
- (c) Social and ethical. To present to the student noble ideals, aid in the formation of his character, and make him more efficient and actively interested in his relations with service to others in the community and in the nation."¹

These aims are doubtless the best we have had formulated as yet in the English field. They were formulated, however, eleven years ago and it is unfortunate that many of them are still aims and not practices. Especially is this true of the aims for Oral expression. Again to quote Mr. Thomas², "Oral composition, as we have now come to see the term, is not applied to the short, informal, and fragmentary answers that we so often get in our classroom work; it is applied to the longer and more carefully planned reports, descriptions, narrations, explanations, or arguments that the pupils have prepared to give orally before their classmates - largely such themes as they might have given had they taken the pains to write them out. Drill in this type of work has become more insistent with the growth of the conception that skill in oral expression is not likely to develop by any haphazard process. We have learned that we must apply to these oral units the same systematic care, the same clear pre-vision, and the same technical execution that we apply to the preparation and execution

1. Bureau of Education, Bulletin No. 2, 1917 pp. 30, 31, 32.
2. Charles Swain Thomas, "The Teaching of English in Secondary Schools. p. 69.

of the written theme. Necessity for this drill is the more easily apparent when we recall the fact that oral demands are incalculably more frequent and more insistent than are written demands; and to ignore practice and the inculcation of high ideals to meet these requirements is to ignore what is perhaps the most important element in the educative process."

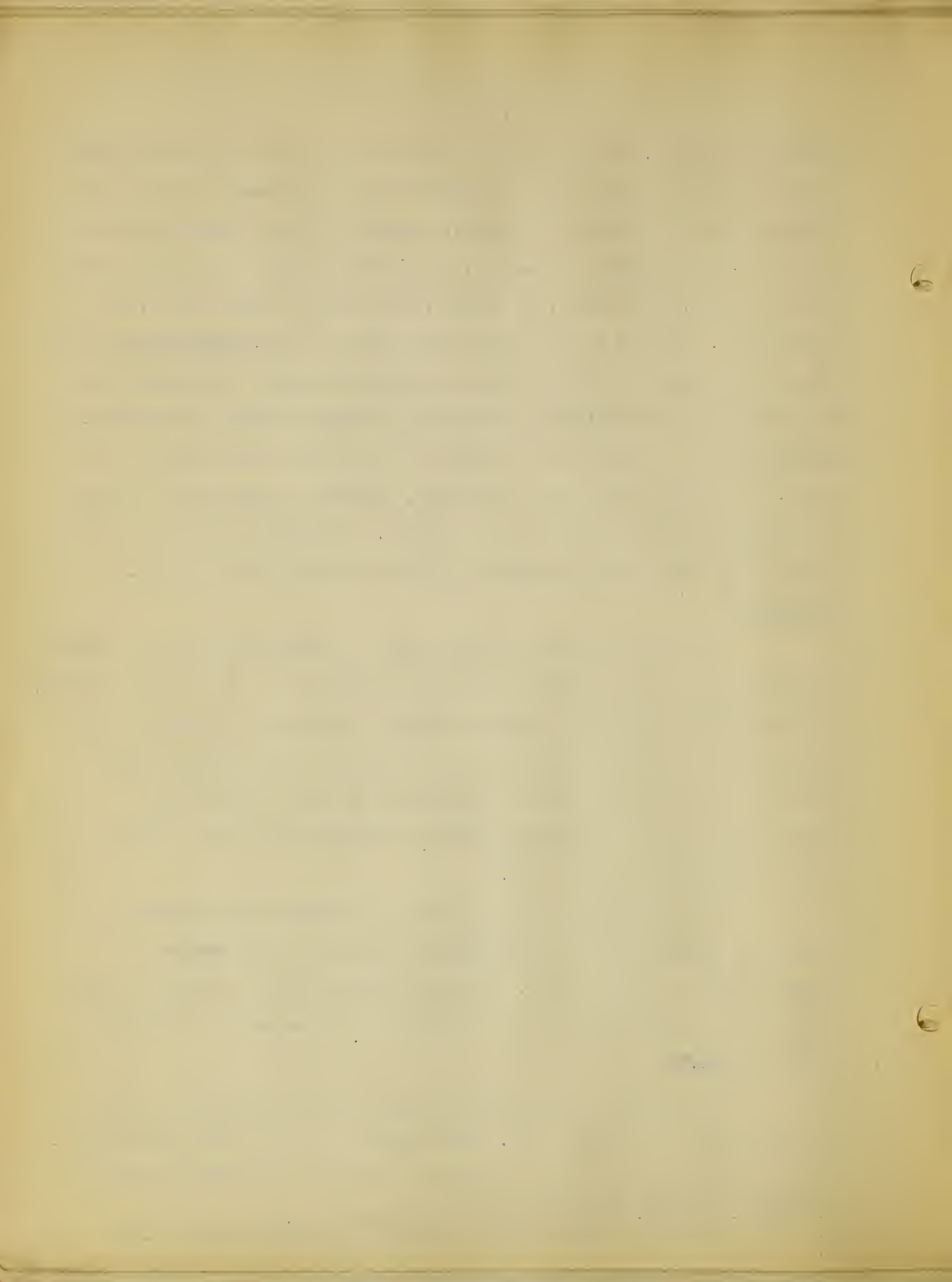
Is it good judgment to allow boys and girls to leave our high schools with a slovenly use of English, their mother tongue, the medium that will be used all through life in social relations and in business? During their entire lives the boys and girls will be talking - in the office, on the street, at home, in church work, in social life at large. First impressions are made by words that fall from the lips. Many a person has lost the opportunity to secure a good position because his English was not good. Many a professional man has wished he had the confidence to express his professional views in public. The power, the success and the happiness of practically every person are conditioned by his or her ability to talk well.

"In the stress which the daily curriculum lays upon classroom work in English we are sometimes tempted to ignore the possibilities which lie in the immediate vicinity of routine. We feel the insistent demands for the intensive study of Macbeth and the Conciliation Speech, and for the reading and discussion of each separate book that we have selected from the college requirement list. Especially where our teaching efficiency is measured by our success in getting our students safely piloted through the college examinations, we narrow our field of endeavor and reduce the work to barren drill. Yet to yield to this limiting tendency is to shut out the opportunities to inspire many of our students to seek a broader and richer culture beyond the specific demands of the class assignments. This broader cultural outlook may in many schools be secured by such agencies as: "(1) journalism, (2) debating, (3) public speaking, (4) the literary club, and (5) dramatics. Here we have the field of the English

Journalism

"Of equal importance to the school is the opportunities afforded by school publications for the interchange of ideas and the expression of student opinion in their columns. During the high school age students are doing a great deal of thinking and as a rule they yearn for some means of expressing these thoughts."3

1. Emma M. Bolenius. "The Teaching of Oral English". p. 11
2. Foster, Charles R. "Extra-Curricula Activities in the High School" p.145
3. " " " " " " " " " " " "



this recognition is provided, and an opportunity is given for the better class of literary work to appear in printed form, an incentive is supplied which usually results in more and better writing. -----" 1

"A school should regard as one of its first duties the training of the student in the use of English, graduates of a high school ought to be able to write good clear English, fully explaining whatever thoughts they may have, yet concise, to the point, and unburdened by an ornate style. -----"2

"Writing for high school publication gives the student practical outlet for the theories he is taught in the classroom."3

"Journalism is gradually being recognized as one of the most influential professions in modern life. If the educational system recognizes this influence it will make it its business to train the right kind of persons in whose hands the future of journalism is to rest."4

Guided by right minded supervision, high school publications may be the means of inducing capable earnest and conscientious young people to enter the field of journalism with all the opportunities and advantages it has to offer.

I am suggesting a few journalistic activities:

1. The School Paper Club.
2. The Monthly Journal Club
3. The School Annual Club
4. The School Handbook Club
5. The Reporters Club
6. The Poetry Club
7. The Advertising Club.

1.	Foster, Charles R.	"Extra Curricula Activities in the High School"	P. 147-148.
2.	Foster, Charles R.	" " " " " " " "	P. 149-150-151.
3.	" "	" " " " " " " "	
4.	" "	" " " " " " " "	

Debating

Argumentation and debating when properly taught produce sound thinkers and train these thinkers in the clear, correct, straight-forward and effective oral expression of their own thoughts. The debater learns to think quickly and in response to the stimulation or challenge of other minds and to express himself in his own words. "Many a citizen of mature years will testify that of all his school experience the one thing that did most for his present success in life was the training received in the literary or debating society."¹

"Debating when rightly taught is one of the best forms of oral composition and is one of our most valuable supplementary aids to English teaching. ---- The important work is the work done within the school and this may be effectively accomplished either through classroom instruction or through the agency of the debating club. The group should master the art of effective debating by close closeted work that relies upon conscientious and concentrated application rather than the show and tinsel of a formal inter-scholastic contest."² In order to keep the debate on this basis many schools have adopted the following practice: When an inter-scholastic debate is to take place the representatives of the two schools get together and agree upon some outsider whose function it is to select a question. On the morning of the date appointed for the debate the question is sent to each school, and at eight o'clock the debaters are allowed to go alone to the school library and there collect and organize the material for the evening's contest. "In such a contest no school that does not teach broadly the best methods of organization can hope to win. In addition to this, it lays its final responsibility where it belongs - upon the team rather than the coach. Where this or some similar method is employed, the practice in debating splendidly supplements the English work of the school."³

1. Johnson, Charles Hughes. "The modern high school." Chapter XVI

2. Charles Swain Thomas, "The Teaching of English". pp. 257-258-259.

3. Thomas, Charles Swain, "The Teaching of English In the Secondary School." pp. 259-260

The society formed for the study of debating and for the purpose of having inter-scholastic or intra-mural debates might be called:

1. The Debating Club
2. The Forensic Club
3. The Forum Society.

Public Speaking

"The fundamental purpose of speech is social adaptation and control through expression and communication. Its essential function is the adjustment of the individual to that most fluid and unpredictable portion of his environment, viz., other persons. This adjustment is effected principally and almost wholly through influencing other people, and being influenced by them. Speech, then, is essentially a social phenomenon, which owes its origin to the social group. It develops as the individual learns to live comfortably and efficiently among his fellows. Speech is not only the means by which the individual adjusts himself to his social environment in a direct, face-to-face fashion, but it is also closely related to the whole mechanism of thought."¹ A large number of all our high school graduates will be called upon at some time or other during their lives to make a speech. Speech-making Colonel Higginson suggests is a condition of American life and government. The proof of this assertion lies not alone in the peculiar social and political demands under a republican form of government but is inherent in human nature itself.² "In this democratic age, every individual has the right to every opportunity that will empower him to overcome, as far as possible, all limitations or inhibitions that interfere with his self-expression and with the power of communicating his ideas either semi-publicly or publicly. The especially gifted student, as hitherto, must be given the technique and training that will enable them to develop their talents, for their own benefit and for the general culture of the world; mediocre, or average, need

1. "The Elements of Speech" - James M. O'Neill and Andrew T. Weaver. P. 2.
2. E. D. Shurter. "Public Speaking." P. 1.

to be given exercises and opportunities perhaps a little less formal and public, that will encourage and develop their alertness, assurance, initiative, and resourcefulness - qualities of character so necessary today for the success of all phases of human endeavor; the especially weak, hitherto ignored or neglected, should be given definite technical exercises together with reassuring and helpful advice that will reveal to them the possibilities of gaining normal expression. The purpose is to give to all persons awake to the importance of self-expression definite and varied practice that will help to equip them for their individual vocations and for efficient citizenship."¹

The following names are suggested for the Activities:

- (1) The Public Speaking Club
- (2) The Extemporaneous Club
- (3) The Declamatory Club
- (4) The Original Oratory Club
- (5) The Oratory Club.

The Literary Club.

The literary society seems to be one of the most popular forms of extra-curricula English activities. The names vary greatly but the main purpose is nearly always the same to develop our appreciation of, and interest in, worthwhile literature, and to create a love for books. Some literary clubs have as their aim the creation of literature either poetry or prose.

Mr. Jesse B. Davis tells us of a very successful literary club which has the following weekly program: - "an original poem, an essay, a book review, a recitation, a reading, and an extemporaneous speech on some current topic."²

Lilla A. Stetson speaks of a quite different kind of literary club:

"In our Poetry Round Table our aim is to inspire our students to write poetry.

Any of our students who have had one or more poems published, either in the school magazine or elsewhere may become members."³ Still other literary clubs have as

1. Alice Evelyn Craige, "The Speech Arts. P. 5.

2. Charles Hughes Johnson, "The Modern High School". P. 421

3. Lilla A. Stetson, Head of the English Department, Portland, Maine.

their programs studies of particular authors with illustrative readings.

A few suggestive names are:

- (1) The Modern Writers Club
- (2) The Shakespearean Club
- (3) The Poetry Club
- (4) The Quill Club
- (5) The Story Hour Club
- (6) The Booklovers Club
- (7) The Powow Club
- (8) The Athenaeum Club

Dramatics.

"The recent emphasis on dramatics both in school and out only adds force to the school's needs for systematic organization and administration of this activity. -- Probably most well organized schools will have both curricula and extra-curricula provisions for its program of dramatic activities."¹

"In our present day democracy men work well enough together, but they must rediscover what was better known - how to play together."² We all want to play. Play is one of the fundamental instincts on which education is based. As children we find it very easy to play but as we grow older we tend to lose the play habit. "That the world needs more national recreation is apparent to one with a knowledge of conditions in our large industrial centers."³ There is no activity that offers as great an opportunity for participation by a large number of persons of varying types of ability as does dramatics. Dramatics teaches the pupil to interpret another persons thought, feeling, and imagination in another person's words; he learns for the time being to be another person, and to act in connection with others, not as he, himself, would act but as that other person would act.

1. Roemer and Allen - "Curricula Activities". Pp. 214-15-16
2. " " " " P. 216
3. " " " " P. 216.

Under this heading we should also consider the pageant which has been revived in recent years. "As a preserver of the rich traditions of the past, the pageant has all the educative and social value it needs for its justification, but it is also a means whereby it may be learned that art brings pleasure into life. The great value of this art to our democracy is that it produces education and social betterment as by-products. -- If a pageant in the school is rightly planned it may prove the most educative activity of the school year."¹

We might have in our school:

- (1) A Dramatic Club
- (2) A Stage Craft Club
- (3) A Pageant Club
- (4) A Play Writing Club
- (5) A Shakespeare Club
- (6) A Sock and Buskin Club.

The English Activities Director has many problems to solve. All of the English teachers problems are hers except the teaching of formal grammar, letter writing, and preparation for the College Entrance Board Examinations. At the same time she has the following objectives in mind.

- (1) To train boys and girls for leadership.
- (2) To develop their creative faculties.
- (3) To develop self-confidence and poise.
- (4) To train the imagination.
- (5) To develop control of the emotions.
- (6) To teach proper recreational habits.
- (7) To develop initiative.
- (8) To train for leadership.
- (9) To develop intelligent obedience to authority.

1. Roemer and Allen, "Extra-Curricula Activities". Pp. 216-217-218.

- (10) To give an outlet for self-expression
- (11) To develop visualizing ability
- (12) To develop real critical judgment.
- (13) To gratify the play instinct.
- (14) To train the voices of the boys and girls.
- (15) To develop a recognition of responsibility.
- (16) To develop a feeling of cooperation and appreciation.
- (17) To develop the individual pupil so that he will be able
to express himself clearly and naturally.

If the English department is to function to its fullest capacity there must be close cooperation between the curricula and extra-curricula English activities. Mr. Alexander Inglis makes this statement: "The inclusion of the extra-curricula activities in the program of the school is not the final word in the progress of the development of the problem. There is a movement now going forward rapidly which seeks to weld closely every activity to some subject taught in the curricula and to give promotion credit for that activity."¹

ENGLISH ACTIVITIES ASSOCIATION

Article I. Name

The name of this organization shall be the English Activities Association.

Article II. Purpose

The purpose of this organization is:

1. To correlate the extra-curricula activities of the English department with the curricula activities.
2. To gain the understanding and cooperation of the English department with all phases of the extra-curricula English activities.
3. To establish a just and uniform basis of credits for a school letter of distinctive design which will be as significant as the letter worn by a member of any school team.
4. To develop a spirit of cooperation among all of the English Clubs.
5. To provide for definite social activities for all of the English Clubs.

Article III. Membership

The principal, the English activities director, all English teachers of the school, and all members of any English Club shall be considered members of the association.

Article IV. Council

There shall be an executive Council within the association.

Article V.

1. All officers of the association shall be members of the Council.
2. Each Club shall elect one member to the Council.

3. The English activities director shall be a member of the Council.
4. The principal shall appoint one English teacher to be a member of the Council.
5. The principal shall be a member of the Council ex-officio.

Article VI. Officers.

Sec. 1. The officers of the association shall be a President, Vice-President, Secretary, Treasurer, a Committee on the Calander, a Committee on programs, and a Committee on special ability.

Sec. 2. Special Committees may be appointed by the president for pro tempore service.

Article VII. Elections.

Sec. 1. The election of officers shall be held at the last meeting of each semester.

Sec. 2. Officers of the association shall be elected by ballot, a majority of the voters electing.

Sec. 3. Notice of the election must be given at least two weeks in advance.

Article VIII. Representation in the Council

Sec. 1. When any club is represented in the English Activities Council by having one of its members an officer in the English Activities Association, that club shall not elect another representative for the Council.

Article IX. Duties of Officers

Sec. 1. The President shall hold the chair during all meetings of the Association and during all meetings of the Council.

Sec. 2. The Vice-President shall discharge all the duties of the President during the absence of the latter or at his request.

Sec. 3. The Treasurer with the assistance of a faculty member of the Commercial Department or the school Treasurer shall take charge of and be

responsible for the finances of all the activities of the English department.

Sec. 3. The Secretary shall keep the minutes of the meetings, perform correspondence for the association, post notices of special association or council meetings and elections, and generally perform the regular duties of a Secretary.

Sec. 4. The Committee on the Calander shall be responsible for the checking, at the school office, of all dates for all of the English Activities of a public or semi-public nature.

Sec. 5. The Committee on Programs shall be responsible for the business arrangements connected with all the programs given under the auspices of the English Activities Association.

Sec. 6. The Committee on Ability shall be able to furnish any sponsor of an English Activity with accurate information regarding the abilities of any member of the English Activities Association.

Article X. Meetings

Sec. 1. There will be two business and six social meetings each year for the Association.

Sec. 2. Meetings of the Executive Council will be called by the President of the Association at the request of the Principal or English Activities Director.

Sec. 3. At each social meeting a program will be presented by one of the special English clubs.

Article XI. Credit Points.

Sec. 1. Any member of the English Activities Association may win a school letter by making 10 points.

Sec. 2. The credit point system is as follows:

DEBATE

- 4 points for inter-scholastic debating team
- 1½ points for inter-scholastic debating team as an alternate
- 2 points for intra-mural debating team
- ½ point for intra-mural debating team as an alternate
- 2 points for oratorical contests

PLAYS

- 3 points for 250 lines or more
- 2 points for 175-250 lines
- 1½ points for 100-175 lines
- 1 point for 50-100 lines
- ½ point for less than 50 lines.

JOURNALISM

- 4 points for Editor-in-chief
- 2 points for Assistant Editor
- 1½ points for Literary Editor
- 1½ points for Art Editor
- ½ point for Joke Editor
- 1 point for Typist
- 3 points for Business Manager
- 1½ points for Publicity Manager
- ¼ point for Alumni Editor

LITERARY CLUB

- 5 points for play produced by dramatic club
- 4 points for poem or essay published in any contest
- 3 points for story or essay accepted by Annual
- 2 points for poem accepted by Annual

DEBATE

Article I.

Sec. 1. The name of this organization shall be _____
Debating Club.

Article II.

Object

Sec. 1. The object of this organization shall be to acquire:
First - proficiency in the art of debating.
Second - skill in the use of parliamentary law.
Third - aptitude in extemporaneous speaking.

Article III.

Sec. 1. Any student who is eligible to club membership may become
by public election an active member of this club.

Article IV.

Sec. 1. The government of this organization shall be vested in a
President, a Vice-President, a Secretary, a Treasurer, a Program Committee, a
Membership Committee, a Publicity Committee and a Sponsor.

Article V.

Sec. 1. This constitution may be amended at a regular meeting by
vote of two-thirds of the members present; provided that notice of the proposed
amendment be read at the two regular meetings that immediately precede.

BY-LAWS

Article I.

Sec. 1. Regular meetings shall be held every week in the regular period provided for club meetings.

Sec. 2. Special meetings shall be arranged by the President and the Sponsor and it will be the duty of the President to see that the Secretary informs the members of such a meeting.

Article II.

Sec. 1. The duty of the President shall be to preside at all meetings of the club and enforce a due observance of the constitution, by-laws and rules of order.

Sec. 2. The President shall act as chairman of the Program Committee.

Sec. 3. The duties of the Vice-President shall be to perform all duties of the President in the absence of that officer.

Sec. 4. The Vice-President shall act as Chairman of the Membership Committee.

Sec. 5. The duties of the Secretary shall be to keep the minutes of all meetings of the club, a record of club membership, and a complete record of all the club programs.

Sec. 6. The duty of the treasurer shall be to collect all money due the club, to deliver this money to the Treasurer of the English Activities Association, to secure a receipt for this payment, to present all the bills of this club to the treasurer of the English Activities Association, and to receive a signed acknowledgment.

Article III.

Sec. 1. It shall be the duty of the Committee on Membership to secure, investigate and report on all proposals of membership.

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Sec. 2. It shall be the duty of the Committee on Programs to arrange for all programs, and to check all dates for public or semi-public performances with the Committee on Calander of the General English Club.

Sec. 3. It shall be the duty of the Publicity Committee to supply all oral or written information regarding the activities of the club that the president shall request, to take charge of all publicity of the club, and for the inter-scholastic debate.

Article IV.

Sec. 1. The officers of the Club shall be elected at the last meeting in each semester. They shall be elected by ballot, a majority of the votes electing.

Article V

Sec. 1. There shall be special laws governing inter-scholastic debates. These laws shall be the ones prescribed by the state to govern inter-scholastic debates.

Article VI.

Sec. 1. Every candidate shall make application for membership in writing. The application shall be reported to the club by the membership committee. The vote shall be by ballot, and a three-fourths vote of the members present will elect the candidate.

Article VII.

Sec. 1. The regular dues of this club shall be twenty-five cents a semester and shall be paid not later than the second regular meeting.

THE DRAMATIC CLUB

Article I. Purpose

Sec. 1. The purpose of this club shall be to encourage dramatic ability and the spoken word, and to study the principles of the drama.

Article II. Name

Sec. 1. The name of this club shall be The Dramatic Club of _____ High School.

Article III. Membership

Sec. 1. Any regular student in good standing in the high school, after being recommended by a teacher and approved by the membership committee, may be admitted to membership by a two-thirds vote of the members present at any regular meeting.

Article IV. Officers

Sec. 1. The officers of this club shall be Faculty Advisor, President, Vice President, Secretary and Treasurer.

Sec. 2. The officers with the exception of the Faculty Advisor, shall be elected each semester by a majority of members of the club.

Sec. 3. All vacancies shall be filled by a special election within two weeks after the vacancies occur.

Article V.

Sec. 1. This constitution may be amended at a regular meeting by vote of two-thirds of the members present; provided that notice of the proposed amendment be read at the two regular meetings that immediately precede.

BY-LAWS

Article I. Duties of Officers

Sec. 1. The President shall hold the chair during all meetings.

Sec. 2. The Vice-President shall preside during the absence or disability of the President.

Sec. 3. The Secretary shall call the roll, note absences, keep the minutes of the meetings, record special duties of members and committees and present the same to the President; furnish the President with lists of members or committees failing in their duties, perform correspondence for the society, post notices of special meetings, and generally perform the regular duties of the Secretary.

Sec. 4. The Treasurer shall collect all money due the club, deliver this money to the Treasurer of the English Activities Association, secure a receipt for this payment, and present all the bills of the club to the Treasurer of the English Activities Association and receive a signed acknowledgement of the same.

Article II. Committees

Sec. 1. The standing committees of this club shall be:

1. The Program and Casting Committee
2. The Business Committee
3. The Scenery Committee
4. The Costuming Committee
5. The Membership Committee

Sec. 2. The Program and Casting Committee shall consist of five members, their duties shall be to plan the programs and assist in choosing the casts for the plays presented.

Sec. 3. The Business Committee shall consist of three members whose duties shall be to supervise the financial and publicity end of the programs.

Sec. 4. The Scenery Committee shall consist of five members whose duties shall be to supervise the arrangement of scenery, the lighting of the stage, and of procuring and preparing of properties for the plays presented.

Sec. 5. The Costuming Committee shall consist of three members whose duties shall be to supervise the making and hiring of costumes.

Sec. 6. The Membership Committee shall consist of three members whose duties shall be to investigate the standing of students applying for admission to the club, and to report regarding the same to the President of the Club.

Sec. 7. The President shall appoint all standing committees.

Sec. 8. The President shall be invested with the power to appoint any special committees that are necessary to carry on successfully the work of the organization.

Article III. Meetings.

Sec. 1. Regular meeting shall be held each week in the period provided for Club meetings.

Sec. 2. Special meetings shall be arranged by the President and the Faculty Advisor. It will be the duty of the President to see that the Secretary informs the members of such meetings.

Article IV. Taxes

Sec. 1. By a two-thirds vote of the members present the club may levy a tax equally on all members.

Article V. Elections

Sec. 1. The officers of the club shall be elected at the last meeting in each semester. They shall be elected by ballot, a majority of the votes electing.

Article VI

Sec. 1. Any member absent from two consecutive meetings without satisfactory cause, shall be automatically dropped.

Article VII

Sec. 1. Amendments to this constitution or the by-laws after lying on the table for one week, may be passed by a two-thirds vote.

CONCLUSION

In this thesis I have attempted to show that extra-curricula activities are founded on a sound educational basis, that the English activities are an integral part of the English department and that they correlate with the English work in every case. I have also worked out a series of constitutions that will assist in bringing together all of the English Activities Organizations into close cooperation with the English department as a whole.

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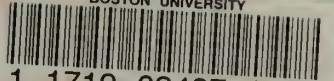
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